ROWAN CLASS SPRING I 2023

ENGLISH: The Lion, The Witch and The Wardrobe

CS Lewis's sprawling adventure is one of the most classic books of all time. Four adventurous siblings — Peter, Susan, Edmund, and Lucy Pevensie — step through a wardrobe door and into the land of Narnia, a land frozen in eternal winter and enslaved by the power of the White Witch. But when almost all hope is lost, the return of the Great Lion, Aslan, signals a great change . . .and a great sacrifice.

Learning aims:

- To use relative clauses to write about a character.
- To advance descriptions using comparative language.
- To use prepositional phrases to enhance descriptions.
- To identify and explain how language is used to show a shift in a character's mood.
- To identify how writers use persuasive language.
- To write and deliver a persuasive speech.
- To write dialogue.
- To plan and write a narrative based on original ideas.

RE: REVELATION:

Pupils will look at Islamic teachings and authority. They will consider the key question:

What does the Qur'an reveal about Allah and his guidance?

Pupils will **engage** with the meaning and uses of the word 'reveal' and 'revelation'. They will **enquire** into Muslim belief in the Qur'an as revelation. They will **explore** ideas about revelation in Muslim narrative, community practice and in Muslim living. They will **evaluate** and **express** what they have learnt in relation to the key question, above.

CLASS WORSHIP

We will continue to explore our school values of the month in January (Endurance) and February (Friendship). In doing so, we will reflect on moral values and develop virtues that build character and contribute to academic progress. We will look at key themes including **Epiphany**, **All Creatures Great and Small** and **Forgiveness**.

Class Worship is a time to help pupils appreciate the relevance of faith in today's world by encountering the teachings of Jesus and the Bible and developing understanding of the Christian belief in God; grow **spiritually** through experiences of **prayer**, **stillness**, **worship** and **reflection**; appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions, festivals and, where appropriate, the Eucharist; develop skills through engaging in the planning, leading and evaluation of collective worship in ways that lead to improving practice.

COMPUTING

Pupils will explore internet safety as well as further developing coding techniques. Additionally, they will access the school laptops to support work in other subjects, such as publishing work in English, Science and Geography, as well as using TTRS to support multiplication tables in Maths.

SCIENCE: EARTH AND SPACE

Please see the separate Knowledge Organiser for further details.

JIGSAW (PSHCE/RSE): This half term, we progress to the 'Dreams and Goals' jigsaw piece. This unit will include looking at aspirations, how to achieve goals and understanding the emotions that go alongside this.

GEOGRPHY:

Please see the separate Knowledge Organiser for further details.

FRENCH

Pupils will be learning about the weather, holiday activities & compass directions, including complex sentences.

ART: EXPRESSIONISM

In the next two months, we will be exploring how expressionist painters such as Paul Klee, Franz Marc and Wassily Kandinsky used opposing colours and abstract features to express their emotions. The children will be learning how to produce polystyrene prints, using the warm and cold colour palette to achieve contrasting effects in the style of the expressionists.

MUSIC

Y4: This half-term, the children will focus on rhythm and syncopation through singing as well as playing bell patterns. They will be listening to orchestral pieces about time and clocks, as well as composing their own piece about clocks.

Y5: Pupils will explore musical structures such as rhythm, tempo, dynamics and pitch during Brass Band Practice. They will also learn how to improvise with their instrument.

MATHS

Multiplication and division

Y4: It is important for children not just to be able to chant their multiplication tables but to understand what the facts in them mean, to be able to use these facts to figure out others and to use them in problems. It is also important for children to be able to link facts within the tables (e.g. 5× is half of 10×). They will learn to understand what multiplication means and see division as both grouping and sharing. Additionally, pupils will see division as the inverse of multiplication. The distributive law can be used to partition numbers in different ways to create equivalent calculations. For example, 4 × 27 = 4 × (25 + 2) = (4 × 25) + (4 × 2) = 108. Looking for equivalent calculations can make calculating easier. For example, 98 × 5 is equivalent to 98 × 10 ÷ 2 or to (100 × 5) – (2 × 5). The array model can help show equivalences.

Y5: Pupils will see the idea of factors, multiples and prime numbers as connected and not separate ideas to learn. They recognise how to use their skills of multiplying and dividing in new problem solving situations. Fractions and division are connected ideas: 36 ÷ 18 = 36 = 2; 18 = 1 18 362. Factors and multiples are connected ideas: 48 is a multiple of 6 and 6 is a factor of 48. They will learn about squared and cubed numbers as well as how to multiply and divide by 10, 100 and 1000. They will apply their new learning to solving a range of problems and hone in on how to explain their reasoning.

Fractions, Decimals and Percentages (also Spring II)

Y4: Fractions arise from solving problems, where the answer lies between two whole numbers. Fractions express a relationship between a whole and equal parts of a whole. Children should recognise this and speak in full sentences when answering a question involving fractions. For example, in response to the question "What fraction of the chocolate bar is shaded?" the pupil might say "Two sevenths of the whole chocolate bar is shaded". Equivalency in relation to fractions is important. Fractions that look very different in their symbolic notation can mean the same thing. Y4 will build on what they learnt in Y3, and will therefore be looking at:

*unit and non-unit fractions with small denominators *fractions greater than 1 *counting in fractions *finding fractions of a quantity *calculating quantities *tenths *compare and order decimals *equivalent fractions *tenths and hundredths as fractions and decimals *making a whole *halves and quarters *adding and subtracting 2 or more fractions *solving problems linked to fractions and decimals

Y5: Representations that may appear different sometimes have similar underlying ideas. For example ¼, 0·25 and 25% are used in different contexts but are all connected to the same idea. Y5 will be learning to:

*recognise mixed numbers and improper fractions and convert from one form to the other *write mathematical statements >1 as a mixed number *calculate fractions of an amount *count up and down in hundredths and apply this to sequencing decimals *order and compare fractions and decimals *find equivalent fractions *read and write decimals as fractions *recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents *linking %, fractions and decimals *add and subtract fractions *multiply proper fractions and mixed numbers by whole numbers supported by concrete resources and pictorial representations *recognise and use % symbol, understanding that it relates to a number of parts per hundred *solve problems involving numbers with up to three decimal places and those requiring knowledge of percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5, and those fractions with a denominator of a multiple of 10 or 25.

Geometry: Properties of Shape

Y4: Pupils will compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes, as well as identifying lines of symmetry in 2-D shapes presented in different orientations. They will learn how to identify acute and obtuse angles; compare and order angles up to two right angles by size. They will also describe positions on a 2-D grid as coordinates in the first quadrant, describe movements between positions as translations of a given unit to the left/right and up/down and plot specified points and draw sides to complete a given polygon.

Y5: Pupils will continue to identify 3D shapes from 2D representations. They will know that angles are measured in degrees and will draw, estimate and compare acute, obtuse and reflex angles, as well as how to distinguish between regular and irregular polygons based on reasoning about equal sides and angles. They will identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.